

English 101 Sec 025
Introduction to Academic Writing
MWF 9:00-9:50am

Instructor: Christopher Barrios
Office: HLG 113
Office Hours: MWF 11-12 and W 2-3; other times by appointment.
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Required Texts and Materials:

Ballenger, Bruce, *The Curious Writer*. 2nd ed. New York: Pearson Longman, 2006.
University of Louisiana at Lafayette. *Freshman Guide to Composition*. Southlake, TX: Fountainhead Press, 2007.
Computer access with a floppy disk or flash drive
A manila folder
A university e-mail account

Recommended Materials

Pocket dictionary and thesaurus

Prerequisites:

To enroll in ENGL 101 students must meet the following criteria:

- A. An enhanced ACT English subscore of 18 or higher, or
- B. A SAT verbal subscore of 450 or higher, or
- C. A grade of "C" or better in English 90 or its equivalent

Course Description:

This course is intended to teach you how to communicate appropriately at the university level and beyond. The key to achieving this goal is through a recursive process. The assignments are designed to guide you through each writing stage as you develop your own personal voice and intelligently critique the ideas of others. I will assist you in analyzing audience and establishing purpose, and illustrating techniques of argumentation. I also will provide you with feedback for revising and editing your work so that you can generate a polished final piece. Through my guidance as well as the perspectives of your peers, I hope to facilitate an environment suitable for writing development and create a classroom atmosphere that comfortably allows for discussion and debate. Let it be known that the topics of discussion may be controversial in nature. Therefore, you must be able to not only challenge your own beliefs but also respect the opinions of others.

Goals

Throughout this course, you will:

- Engage in writing as a recursive process
- Recognize the structures of argument

- Use writing and reading for learning, thinking, and communicating
- Respond to the needs of various audiences
- Discuss appropriate voice, tone, and level of formality
- Integrate your ideas with those of others

Essays

You will write four drafted essays this semester, which will be guided by the respective chapters in your text. At the end of the semester, each of these essays will be placed in your folder and graded. Keep copies of your work on your disks.

- 2-3 page personal narrative (CW chp. 4)
- 3-4 page profile (CW chp. 5)
- 4-5 page review (CW chp. 6)
- 6-8 page research paper (CW chp. 11)

Rubric

Papers will be graded on three categories: organization, ideas, and all else (grammar, word choice, etc). Depending on the essay, the categories will be given a certain percentage that when combined will total 100%. Students will be given a certain percentage of the determined points in each category based on the quality of work. Above average freshman composition will be given a check plus (100% of the allotted points), a check (80%) for average composition, or a check minus (60%) for below average work. Please refer to the *Freshman Guide to Composition* for the university's outline of what each grade represents (15).

Please follow this format for all of your essay rough drafts and final copies:

- Final drafts should follow the MLA format. An example of a paper in MLA format can be found in *The Curious Writer*
- Essays must be typed, double-spaced, and have standard margins. The font used for your final draft should be 12-point Times New Roman.
- Pages must be numbered with your last name and page number in the upper right-hand corner starting on the second page (ex: Smith, 2)
- Your essays must have a title; however, a title page is not necessary
- When you submit a final copy of an essay, submit it with the assignment sheet and all of your drafts stapled together.

Revision is a significant part of the writing process. You will be required to write multiple drafts. I highly recommend that you use resources such as my office hours and the Writing Center in HLG 107 to assist in this stage of your writing.

Journals

You will be expected to respond to a writing prompt that I will give you at the beginning of class time or on Moodle. The purpose of these prompts is to give you incentive to write and direct your brain towards a functioning capacity. These entries will be checked randomly during the semester in order to emphasize the importance of attendance.

Late Work

All work **must** be turned in on time and during class. **Papers not turned in on the date due will automatically have a letter grade dropped. After that day, they will not be accepted, and you will receive a failing grade. If the final paper due date is on a friday, no extensions will be given.** Essays turned into my mailbox will not be accepted unless you and I have made prior arrangements. If you are unable to turn in an assignment for emergency reasons, please inform me personally and as soon as possible. Please make use of my e-mail if you are unable to contact me by phone. The decision of whether or not I accept late work, regardless of excuse, is solely mine.

- Every prewriting activity and rough draft is worth 5 points. Failure to turn in any of these stages on time will reduce the overall final draft grade by 5 points

Grading

In my grading procedures, I focus on a more holistic approach. This means that, while I will mark off for spelling and grammatical errors, my main focus will be on organization, depth, and originality. Does your paper have strong connectivity between paragraphs and with the main idea? Is the argument logical and well supported? These types of questions will be taken into account when I grade your work. My grading scale is based on a point system and is outlined as follows:

A = 90-100	D = 60-69
B = 80- 89	F = below 60
C = 70 – 79	

Participation 10%
Journal 10%
Essay 1-4 20% each

Total 100%

Proficiency Essay

At the end of the course, the final exam will consist of an in-class essay of 500 words or more. You must pass this exam with a C or better in order to pass the course.

Attendance

Although I believe that as adults you should have control over your own education, attendance is vital in a writing course. Much of your learning and work will take place in class, and you will be involved in group work and peer review. You will also be introduced to techniques in class that can help you through the stages of the writing process. Simply put, writing cannot be effectively taught or experienced by missing the course. After missing a total of five (5) days of class, your final course grade points will be lowered 5% for each additional day of missed class. However, I understand that instances of severe illnesses or other such events can occur. Please contact me as soon as possible so that we can work out an appropriate accommodation.

Plagiarism

The English Department wishes students to have a clear idea of what plagiarism is from the start so there can be no mistakes later.

There are two major types of plagiarism:

1. Word-for-word copying, without acknowledgement, of the language of another writer. (Almost needless to say, having another person write or dictate all or part of one's composition is plagiarism of this kind and clearly forbidden. But in addition students should copy no printed passages, no matter how brief, without acknowledging its source and either placing it in quotation marks or setting it aside as a blocked quotation.)
2. The unacknowledged paraphrasing of an author's ideas. (The student should no more take credit for another writer's thoughts than for another writer's language. Any distinctly original idea taken from another writer should be credited to its author. If the student does not know whether another writer's idea is distinctly original, he or she should incline to believe that it is; no fault attaches to over-acknowledge, but under-acknowledgement is plagiarism.)

Because of its serious nature, a case involving plagiarism is referred to the Discipline Committee, which can recommend that the student, if found guilty, be dismissed from the university. (See Code of Student Conduct, Section 15, Point 7.)

Disruptors

I require all students to turn off or silence all cell phones, pagers, and any other noisemakers. Also, if you wish to sleep, bring headphones, or do anything that distracts or takes away from the learning experience, you will be marked absent. I must emphasize the seriousness of this issue. Such disruptors can break the illusion of a perfect learning environment

If there are special circumstances that require the use of those devices, notify me before the beginning of class. If you fail to do so, you will not be exempt from consequences.

Special needs

If you have special needs or a disability, please notify me immediately, and register at the Services for Students with Disabilities office.

Information for First-Year Writing Instructors
University of Louisiana at Lafayette
2009-2010

Catalog Description of 101

English 101: Introduction to Academic Writing

A course designed to introduce students to the critical thinking, reading, and writing skills required in the university and beyond. Course will focus on writing effective, well-argued essays.

Instructors are encouraged to expand this basic description on their syllabus in order to provide students with more specific information about the class.

Texts for 101

Required: For the 2009-2010 academic year, all 101 instructors, regardless of rank, are required to use the course texts, *The Curious Writer* and *The Freshman Guide to Composition*.

Additional materials: *The Curious Writer* is a comprehensive textbook that includes readings, a rhetoric, and a handbook. Because of its comprehensive nature it is also expensive. Therefore, instructors should not require their students to purchase additional materials like course packets. While it is understandable that instructors may want additional materials from time to time, you are strongly encouraged to make those materials available through the library. The First-Year Writing committee also strongly encourages instructors to partake in the free materials provided by the Collegiate Readership Program located in the periodical bins on the first floor of Griffin Hall.

Helpful reminder to 101 students: Since *The Curious Writer* and *The Freshman Guide to Composition* will also be required in English 102, it is important to remind your students to hold onto those books after completing 101.

English 101 Outcomes & Goals

The purpose of English 101 is to introduce students to the critical thinking, reading, and writing skills required of them in the academy by focusing on rhetorical awareness and argument. All assignments for English 101 should be designed with the following outcomes and goals in mind:

In the course of writing thesis-driven essays, students will:

- Engage in writing as a recursive process
- Recognize the structures of argument
- Use writing and reading for learning, thinking, and communicating
- Respond to the needs of various audiences
- Discuss appropriate voice, tone, and level of formality
- Integrate their ideas with those of others

Assignments for 101

All students enrolled in English 101 must complete a semester total of 15-20 pages of polished prose. “Polished prose” is defined as writing that has been reviewed by the instructor and that the students have revised. In-class writing that students are not given an opportunity to revise and expand on does not count towards the polished prose requirement.

At the end of English 101, students should be able to write thesis-driven argument papers. “Argument” in this context is broadly defined to mean making a claim with which reasonable people could disagree and supporting that claim with appropriate evidence. To meet this goal, instructors are expected to structure assignments so that students have plenty of opportunities to practice constructing this type of essay. *The Curious Writer* has many assignment ideas, and instructors are encouraged to construct their assignments in conjunction with the material presented in the book. Instructors are also reminded that the 2009-10 *Freshman Guide to Composition* also contains a section on the writing and revision process.

The final paper for the course should serve as an introduction to research. Students should not be required to do extensive library research on a topic; rather, emphasis should be placed on the “how” and “why” of the research process and how to integrate sources into one’s own argument. You should encourage students to use readings from *The Curious Writer* as sources. In addition, for this assignment, students should be introduced to the library’s resources, be given an overview of MLA citation practices, and informed about plagiarism. However, because the entire focus of English 102 will be on developing research skills, instructors should not expect mastery of the research paper in English 101.

Part Three of *The Curious Writer* is the bridge section between English 101 and 102. English 101 instructors should introduce their students to the material in this part of the text, and English 102 instructors should begin their semester by revisiting this same material.

Possible sequence of assignments:

Scenario A

- 2-3 page personal narrative (*Curious Writer* chp. 4)
- 3-4 page profile (*Curious Writer* chp. 5)
- 4-5 page review (*Curious Writer* chp. 6)
- 6-8 page “research” paper (*Curious Writer* chp. 11)

Scenario B

- 2-3 page personal narrative (*Curious Writer* chp. 4)
- 2-3 page review (*Curious Writer* chp. 6)
- 3-4 page ethnographic essay (*Curious Writer* chp. 10)
- 3-4 page critical essay (*Curious Writer* chp. 9)
- 5-7 page “research” paper (*Curious Writer* chp. 11)

If you would like to combine assignments from scenarios A and B, that is also fine. Please keep in mind that the review assignment is typically a plagiarism magnet, so if you choose to assign a review, you are encouraged to have students review a new and local event, such as one of the department’s Thursday Night Reading Series readings or an exhibition of art by local artists. These kinds of co-curricular activities are also highly recommended by upper-level university administrators as experiences our students especially need to have.

Catalog Description of 102

English 102: Writing and Culture

Through exploration of cultural themes, students will build on and advance the thinking, reading, and writing skills learned in English 101 while focusing on rhetoric and research. Topics vary.

Because each section of 102 is based on a theme, instructors are encouraged to develop an expanded description of their course in order to provide students with an overview of each particular section.

Texts for 102

Required: For the 2009-2010 academic year, all 102 instructors (regardless of rank) are required to use the course text, *The Curious Writer* and either a Longman Topics Reader or *Writing and Reading Across the Curriculum*. Also, *The Freshman Guide to Composition* is required.

Additional materials: Please bear in mind that because students are required to have 3 textbooks for English 102 (*The Curious Writer*, *The Freshman Guide to Composition*, and a Topics Reader or *Writing and Reading Across the Curriculum*) they are incurring significant expense. While it is understandable that instructors may want additional materials from time to time, you are strongly encouraged to make those materials available through the library. Any additional materials should be related to the course theme. The First-Year Writing committee also strongly encourages instructors to partake in the free materials provided by the Collegiate Readership Program located in the periodical bins on the first floor of Griffin Hall.

English 102 Outcomes and Goals

The purpose of English 102 is to build on the writing skills students learned in English 101 by focusing on academic research. Each section of 102 is based around a cultural theme. All assignments for English 102 should be designed with the following outcomes and goals in mind:

In the course of writing thesis-driven research essays students will:

- Engage in writing as a recursive process
- Develop essays around a specific purpose
- Explore the nature of academic discourse and examine what “counts” as evidence in academic writing
- Integrate outside sources into their own writing
- Apply the appropriate conventions of citation style and mechanics

Instructors may add to these goals and outcomes.

English 102 Diversity and International Requirement

University of Louisiana System Diversity Requirement

“Diversity may be defined as ‘recognizing and appreciating the myriad qualities that make each of us unique, in an atmosphere that promotes and celebrates both individual and collective achievement.’”

Board of Regents International Requirement

“Colleges/universities shall insure that each degree student has been exposed to international education (awareness, learning, scholarship, and/or engagement) before graduation.”

The university recognizes English 102 as satisfying both of these requirements.

The First-Year Writing Committee and the English Department realize that these are incredibly vague mandates we have been asked to follow. While English 102 has been designed to meet these requirements in the most general sense, the program and the department as a whole need to spend significant time further defining how we want these requirements to be embodied in our 102 courses.

<i>Assignments for 102</i>

All students enrolled in English 102 must complete a semester total of 20-25 pages of polished prose. “Polished prose” is defined as writing that has been reviewed by the instructor and that the students have revised. In-class writing that students are not given an opportunity to revise and expand on does not count towards the polished prose requirement.

All students enrolled in English 102 must complete an annotated bibliography with a critical introduction and conclusion.

All students enrolled in English 102 must complete a research paper of at least 8 pages.

Because English 102 is based on a theme (with the exception of sections that use *Writing and Reading across the Curriculum*), all writing assignments, including the larger research paper, should be related to the course theme in some way.

All paper assignments for English 102 should ask students to engage in research in some way and the correct use of MLA citation style should be stressed throughout the semester. Instructors are reminded that both the chapters on the research process and a handbook are located in *The Curious Writer*. The *Searchers* section of *The Freshman Guide to Composition* also provides comprehensive units on the research process.

Possible sequence of assignments:

Scenario A

- 1-2 page critical response paper (*Curious Writer* chp. 9)
- 3-4 page critical response paper (with emphasis on paraphrasing/summarizing) (*Curious Writer* chp. 9)
- 4-5 page issue/argument paper (*Curious Writer* chp. 8)
- 4-5 page annotated bibliography (*Curious Writer* sections C-1 through C-9)
- 8-10 page research paper (*Curious Writer* chp. 11, 12, 13)

Scenario B

- 1-2 page critical response paper (*Curious Writer* chp. 9)
- 3-4 page issue/argument paper (with emphasis on paraphrasing/summarizing) (*Curious Writer* chp. 8)
- 3-4 page issue/argument paper (*Curious Writer* chp. 8)
- 1-2 page research proposal (2008-2009 *Freshman Guide*)
- 4-5 page annotated bibliography (*Curious Writer* sections C-1 through C-9)
- 8-10 page research paper (*Curious Writer* chp. 11, 12, 13)

Diagnostic Essay/Final (Proficiency) Exam

Diagnostic: On the first day of class, students enrolled in English 90 and English 101 should be given an in-class diagnostic exam. The purpose of this exam is two-fold. First, and most importantly, it gives instructors a baseline for their class, providing some preliminary data about what writing skills students bring to their class. Second, the diagnostic exam may indicate that a student is enrolled in the wrong course of first-year writing.

Instructors should read the diagnostic exams as soon as possible after they are given to identify students who may be in the wrong course. If you have questions about a student's placement, you should bring the diagnostic exam to the Director of First-Year Writing. The Director will check the student's prerequisites and review the diagnostic to see if a placement error has been made. *Please note that regardless of the quality of the diagnostic exam, more often than not students are enrolled in the class that they are qualified for based on the prerequisites. Students cannot be "forced" out of a course (for example from English 101 into English 90) if they meet the prerequisites for the course.*

Final Exam: All instructors of English 90, 101, 102, and 115 must give a proficiency exam during finals week.

SACS (Southern Association of Colleges and Schools), the accrediting agency for all universities, colleges, and schools in the southeastern U.S., specifically requires an outcomes assessment of basic education requirements (first-year writing and freshman math). This must be an assessment in which all students are given the same type of "assessment instrument."

Because of the SACS requirement, the BOR (Board of Regents) for Louisiana higher education requires an Exit Exam for all freshman writing courses (**at least a two hour writing assignment with the specific topic not announced beforehand**). UL Lafayette meets these requirements with the Writing Proficiency Exams. If we fail to require a Writing Proficiency Exam, the BOR or SACS could require a departmental exam graded by someone other than the instructor of the class.

The final exam may be graded on a pass/fail basis, and you do not have to count the exam as a portion of students' course grade. **However, if a student fails the final exam, s/he must receive either a "D" or an "F" for the course.** In other words, students must pass the final exam to make it out of the course and move on to the next English course. A course grade of "C" or better in English 101 is required to advance to English 102 and a course grade of "C" or better in English 102 is required to advance to upper-level English courses. Below is a reminder of the rules governing the SACS required final proficiency exam:

1. The exam must be given during the final exam period allotted to your class. You can find the date and time on ULink. You must give students the entire time to complete the exam. If you do not give students all the time allotted, this could be considered grounds for grade appeal.
2. The exam must be an essay, not a multiple-choice or short-answer essay.
3. The topics for the proficiency exam essay must not be announced ahead of time, only at the beginning of the period.
4. You are strongly encouraged to give students a choice of more than one topic for the exam essay. Giving one prompt only may, in some cases, be considered grounds for a grade appeal. Prompts should be based on what you've been doing in class throughout the semester.

5. Though this is not currently a *rule* associated with the proficiency exam, I urge you to explain to students sometime in these last weeks of class how you will be evaluating the essays. If you can manage to set aside the class time, I also urge you to give students a practice timed essay and offer feedback on it. Sometimes there is a wide discrepancy between the quality of the essays students submit throughout the semester and the quality of the proficiency exam. Assigning a practice timed writing exercise and providing comments to the student may help close this gap.
6. Remember that students who do not pass the proficiency exam do not pass your course. Teachers typically grade the proficiency exam in one of two ways: they either assign a percentage of the grade average to the exam, or they grade the exam pass/fail. Either method is acceptable, but the former scenario presupposes that students who fail the exam have made low grades on all their other work as well. In the latter scenario, a grade of “fail” on the exam is not averaged into the grade, but it does have the power to override the grade average, much like an attendance policy. If you do not have information about the proficiency exam in your syllabus, you will be required to grade the exam in this manner.

Procedure for Students with Disabilities

You may have a student in your class who needs extra time to take the exam due to a documented disability with an accommodation plan. If you have a student, you are not required to sit with the student for the extra time. Here is the process:

The student will have to go to room 126 in the Conference Center to take the exam. A representative from Services for Students with Disabilities guarantees that any student registered with SSD will be familiar with this location.

Prior to the exam date, you will need to fill out a Testing Instructions Form (available at http://disability.louisiana.edu/Test_Contract.pdf) and email it to ssd@louisiana.edu along with the instructions for the exam that the other students will be getting (exam essay topics).

After the student takes the exam, SSD will deliver it to the department or give you the option to pick up the exam.

<u>Attendance</u>

Instructors must keep a daily log of attendance for each of their classes.

From the undergraduate bulletin:

Faculty members shall develop and implement their own absence policies which will include guidelines for what are construed as excused, unexcused, and excessive absences. The determination of what constitutes “excessive absences” rests with the instructor alone (with the exception of authorized and approved University sponsored events noted below) but must not be less than the University minimum of 10% of total class meetings. (443)

According to the Undergraduate Bulletin, teachers cannot penalize students when there is written justification of the absence for “authorized and approved University sponsored events such as necessary academic field trips or debate, judging, and intercollegiate athletic team travel” (444).

Instructors need to detail their own attendance policy on their syllabus.

Plagiarism

According to the University of Louisiana, Lafayette *Undergraduate Bulletin*,

Plagiarism is a specific type of cheating. It occurs when a student passes off as his or her own the ideas or words of another person, when s/he presents as a new and original idea or product anything which in fact is derived from an existing work, or when s/he makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. Thus, the student must take care to avoid plagiarism in research or term papers, art projects, architectural designs, musical compositions, science reports, laboratory experiments, and the like. (444)

Plagiarism is a serious offense. However, particularly for first-year students, much of the plagiarism seen in writing classes is **unintentional**. What this means is that, frequently, a student in a first-year writing class may technically turn in plagiarized work (e.g. leaving off quotation marks or incorrectly paraphrasing) but not with the intention of cheating. Rather, many cases of plagiarism in first-year English courses are the result of misunderstanding citation practices. Therefore, the job of first-year writing instructors is to teach correct practice often.

Unintentional plagiarism is a problem that can be resolved through constant repetition and practice of correct citation practices. Very few first-year students will master citation after one lecture or one reading assignment, so you can not assume that just because you go over citation systems in class one day that students grasp the complexity of the subject.

To deal with **unintentional plagiarism** most effectively, teachers should seek to educate and explain to students, not penalize them.

There are, of course, other situations that are cases of **intentional plagiarism** (e.g. a student submits a paper purchased over the internet; student submits a paper written by another student; etc.). Intentional plagiarism is a serious academic offense and should not be treated lightly.

If you suspect a student of **intentional plagiarism**, you should consult with the Director of First-Year Writing. Depending on the severity of the offense, penalties can range from receiving a "0" for the assignment, to failing the course, to being dismissed from the university.

Course Administration

According to departmental and university policy instructors must:

- Develop a syllabus outlining their class policies, expectations, and grading criteria
- Turn in a copy of their syllabus by the end of the first week of classes to Kathy Whelan
- Turn in to the Director of First-Year Writing the students' signed prerequisite contracts for 101 and 102 located in the *Freshman Guide to Composition*
- Distribute a syllabus during the first week of classes
- Keep daily attendance records
- Maintain a grade book that is turned in to Kathy Whelan at the end of each semester

- Keep copies of students' signed plagiarism contracts 101 and 102 in your office for the duration of the semester
- Keep graded copies of writing assignments not picked up by the students on file for one semester.
 - If you teach in the fall semester, you must hold on to student work from fall semester until the end of the following spring semester.
 - If you teach in the spring semester, you must hold on to student work from spring semester until the end of the following fall semester.
 - If you teach during summer session, you must hold on to student work from summer session until the end of the following fall semester.
- Administer a first-day diagnostic essay
- Give a written, in-class proficiency exam during finals week
- Hold 2 office hours per week per course
 - For example, if you are teaching 2 courses, you need to hold 4 office hours per week
- Notify the main English office of any class periods when you will not be meeting in your regularly assigned classroom
 - For example, if you have scheduled a library day for your class, you need to tell the main English office where your class will be.

Cancelling Class/Office Hours—Illness or Emergency

If you cannot meet your class at its regularly scheduled time you can either:

- Arrange for a substitute to take over your class
- OR
- Cancel class

In either case, you need to contact Kathy Whelan and inform her of the situation. Also, if you know of a cancellation ahead of time (for example, you know you will be at a conference), it is a good idea to put this on your syllabus.

If you need to cancel office hours, please call to notify the main English office.

Cancelling Class for Student Conferences

Meeting with students individually about their writing is an important aspect of first-year writing. The First-Year Writing Committee recommends scheduling individual conferences for at least one paper during the semester.

We also realize that meeting with students on a one-to-one basis takes considerably more time than either office hours or class time can accommodate. Therefore, the First-Year Writing program's policy is that you **may cancel up to two weeks of classes (4 class meetings for 75 minute classes or 6 class meetings for 50 minute classes) to meet with your students for individual conferences. Classes may only be cancelled if you are requiring your students to attend the conference, and you may not cancel class for two consecutive weeks. Class should not be cancelled for more than one week at a time and that the instructor should try to schedule conferences during class time and during office hours that week.**

If you cancel class to hold one-on-one student conferences, please inform the main English office.

Policy on Incompletes in First-Year Writing

As the semester draws to a close, your students may be approaching you asking for incompletes in your class, or you may be inclined to give a student an incomplete instead of an F in the course under certain circumstances. While you certainly have some discretion in these cases, we must be consistent and fair to first-year writing students as a group in how we handle incompletes, especially when dealing with such a large number of students. For freshman-level English courses, incompletes are typically reserved for emergency situations that arise during the last week or two of the course. If students are asking about an incomplete earlier than this, reply that they must continue to do passing-level work in the course until the final week (this includes regular attendance) and then you will make a judgment about an incomplete.

Before agreeing to an incomplete, you must get the approval of the Office of First-Year Writing. Please do not grant an incomplete before consulting the Director or Assistant Director of First-Year Writing.

Also, according to the 2007-2009 Undergraduate Bulletin, page 397, only students who are currently doing passing work in the course are eligible for incompletes. So if a student in your class has a D or F average, do not give the student an incomplete. There's no need to consult the Director's office in a case such as this; just cite the Undergraduate Bulletin. You can download the bulletin at <http://bulletin.louisiana.edu/UN/83>

Final Grade Submission

Reminder: We do not give plus or minus grades at this university. We may only give the following grade for courses that are graded:

A, B, C, D, F, FS, FN

I=Incomplete

FS=Student stopped attending (include date of last attendance in ULink grade roster form)

FN=Student never attended

Please check your rosters in ULink as soon as possible. You may find that a student who has been attending your class all semester and submitting work is not listed on your roster. If the student isn't on your roster, you won't be able to submit a final grade for him or her. Please bring the situation to the student's attention immediately and notify the main English department office. Sometimes students are dropped from rosters by the registrar's office for reasons having to do with immunization records and such, so the student needs to go to the registrar's office and inquire about his or her enrollment status in the course.

Remember also that students who stayed in your class despite not meeting eligibility requirements should not receive credit for your course. (You will recall the notices informing you of these students during the first two weeks of classes.)

University Policy on Grade Appeals

If a student feels that he or she was given a grade that is too low, you will probably get an email from the student about it. Think of this email as the initiation of a possible grade appeals procedure. For grade appeal cases, the student must initiate the appeals process within thirty class days of receiving the grade. After that time, the student is no longer eligible for a change of grade. For more information about the process for grade appeals, see pages 413-414 of the Undergraduate Bulletin. According to the Bulletin, the student must meet with the following parties in this order:

1. Course Instructor (as the instructor, you have the right to request to have another person in the room during this meeting if you do not feel safe meeting with the student one-on-one)
2. Department Head
3. Academic Dean in charge of the College in which the course is offered (Dean Barry)
4. University Ombudsman
5. Grade Appeals Committee
6. Committee on Academic Affairs and Standards

The student must arrange and attend meetings with the instructor, department head, and dean within fifteen (15) school days from the initiation of the grade appeal. If the student wants to appeal further, he or she may consult the university Ombudsman and finally the grade appeals committee and the Committee on Academic Affairs and Standards.

One common reason for grade appeals is excessive absence. Assuming that you have kept attendance records throughout the semester, the Bulletin (page 396) is very clear that grades given based on attendance policy stated in the course syllabus are not eligible for appeal:

Effects of Excessive Absences

When a student accumulates justified or unjustified class absences which are considered excessive (except absences incurred due to authorized and approved University sponsored events such as necessary academic field trips or debate, judging, and intercollegiate athletic team travel), the instructor may recommend to the student that s/he withdraw from the course prior to the deadline printed in the schedule of classes. If a student chooses not to withdraw from the course, the instructor will award a grade to the student at the end of the semester or session which is in keeping with the class policy on attendance which was distributed at the beginning of the semester or session (refer to IV.B.3 above.)